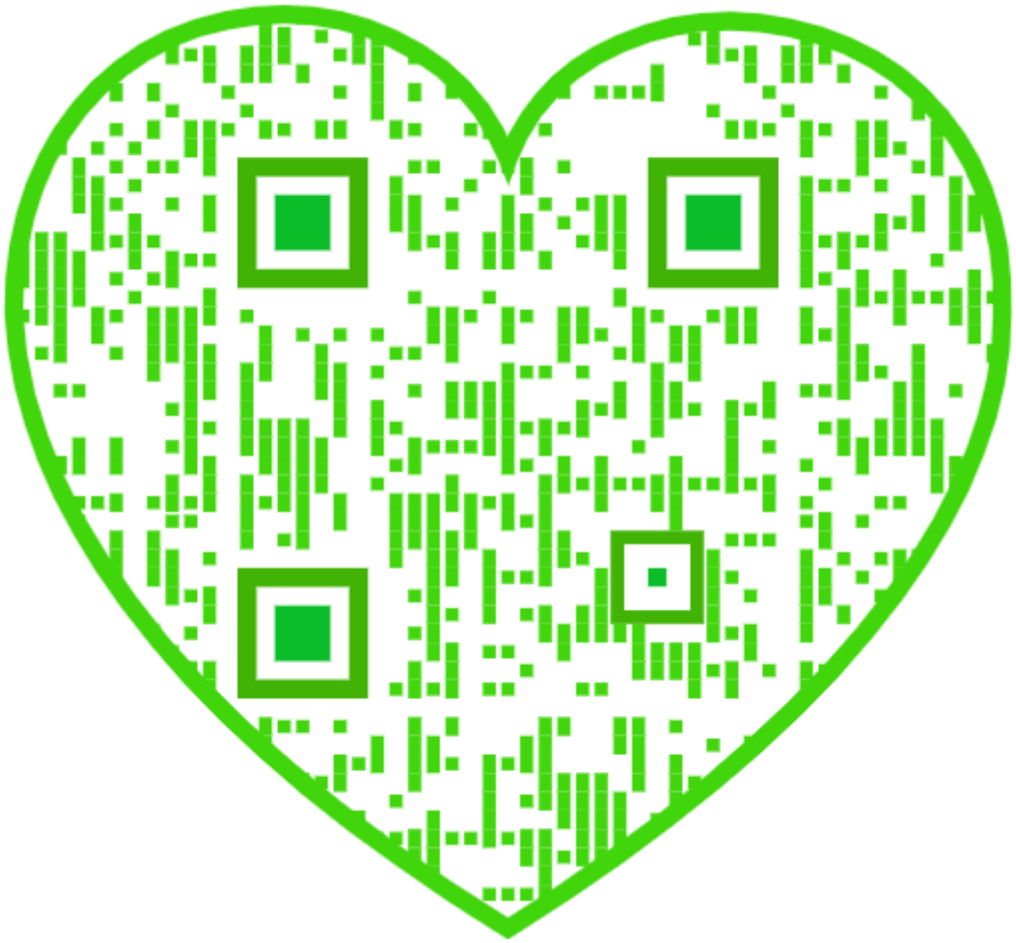

ORTHOGRAPHY

Comprising Phonics Dictionary Work and Spelling

FOR

FIFTH AND SIXTH GRADES

BY

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Preface

The term "Orthography" as applied to the outline of work in the latest revision of the Illinois State Course of Study for fifth and sixth years might well be interpreted as *phonics, dictionary work, and the spelling of common words.*

As the "Bible is the book of books," and the criterion in matters of religious instruction, so the dictionary is the recognized authority on all phases of word study—an universal reference book for words in the realm of education. How to use this valuable source of useful information is not, as a rule, taught with any degree of thoroughness to children in the grades. The *Introduction* to this book, quoted at some length from an eminent teacher in a state normal school, shows plainly enough how great is the average pupil's need of a working knowledge of the dictionary. To supply such a need is one of the chief purposes of this book. This implies a systematic course in phonics, which in these pages has been "reduced to lowest terms." It implies, furthermore, provision for enough of *actual usage of the dictionary by the children* to reveal to them its value and to establish a habit of consulting it. The *method by which these ends are accomplished* is a distinct feature of this work, and one on which the authors might rest a claim for its preferment, if they were presumptuous enough to urge such a claim.

Another prominent characteristic of this text is the exposition (to teachers) of the psychology of spelling together with plans for teaching the subject in a way that saves the time of teachers and pupils. In other words, the principles of pedagogy that pertain to spelling are set forth and plans in accord with these principles described in detail—plans which may, of course, be adapted to the varying conditions of the schoolroom. *Fifteen hundred words for spelling* have been chosen, including six hundred from lower grade vocabularies, for review. The other nine hundred are all familiar in meaning and use to children of the fifth and sixth grades, yet with orthographic difficulties such as warrant their presence in a spelling lesson.

All the material of the text is profitable for study. It has been selected with the coöperation of a score of teachers, most of whom have had experience in fifth and sixth grade work.

The thanks of the authors are due to Superintendents J. K. Stableton, of Bloomington, Illinois, and C. F. Miller, of Normal, and their corps of intermediate-grade teachers for valuable assistance in selecting words for spelling and for pronunciation; and to President David Felmley, Professors E. A. Turner, Harvey T. White, and Edgar S. Packard; and to Miss Lora M. Dexheimer, of the Illinois State Normal University, for suggestions on pedagogical aspects of the work.

The authors submit this book in the hope that it may serve to lighten the labors of the teachers who use it and make the study of orthography more profitable and enjoyable to the pupils into whose presence it may come.

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Introduction

In the *Educational Review* for September, 1915, there is a valuable article on "The High School Student and the Dictionary", by Professor W. H. Sanders of the Normal School at LaCrosse, Wisconsin. In this article Mr. Sanders sets forth data collected from one hundred twenty-five of his pupils, "all of whom, except two, had high school training and only nine of whom were not graduates of high schools." They had come from forty different high schools. "It is probable," says Mr. Sanders, "that a similar test covering the state of Wisconsin would not give results differing materially from the showing here presented."

The following ten questions were asked and the "answers were interpreted liberally, there being no desire to find low standings."

1. Make and name all the diacritical marks you know; illustrate with the markings of *a*.

"About 33⅓ per cent of the class gave half the information called for."

2. Guide Words: (*a*) where found; (*b*) what each indicates; (*c*) their use.

"It was a surprise to know that 66⅔ per cent of the class knew nothing of the guide words."

3. The Key Line: (*a*) where it is; (*b*) what it contains; (*c*) its use.

"Ninety per cent of the class failed to give any information about the key line."

4. Give the meanings of the following abbreviations: Arch.; AS.; cf.; colloq.; e. g.; imp.; Mus.; obs.; obsoles.; p. p.; p. pr. or p. pl.; pret.; prob.; Prov.; q. v.; Syn.; vb.; n.; viz.; usu.; v. t.

"Twenty per cent of the class did not know a single one of the list; a very large number knew only from one to five of them. * * *Some interesting meanings were suggested: AS., 'answer soon'; imp., 'impolite'; Mus., 'musculine'; cf., 'center field.'"

5. Give meanings of the following: (*a*) || used before a word in its vocabulary entrance. (*b*) Figures following the respelling of words. (*c*) Figures used in connection with pictures, i. e. following the word leech is the picture of a leech and the fraction ⅔.

"Only three pupils knew anything about points (*a*) and (*b*). Point (*c*) was unknown to 60 per cent of the class."

6. How does the dictionary help you to pronounce a word?

7. How are compound or hyphenated words distinguished in the dictionary from other words written with a hyphen between syllables?

"Number of students making zero, 120."

8. In what ways is syllabication indicated in the dictionary?

"Number of students making 3 per cent or less, 98."

9. What directions would you give a pupil to enable him to select the right meaning for a word in any given sentence?

10. What aid will the dictionary give you from the standpoint of (*a*) Grammar, (*b*) Spelling, (*c*) Composition or English?

"Answers to this question seem to point to the fact that the dictionary is not drawn upon very frequently for information regarding grammar, spelling, composition or English."

Have you been instructed as to the contents and use of the dictionary?

"Number of students answering "no", 73; answering "yes", 42; not answering, 10."

"Summarizing these results we have the following:

Number of students making below 20 per cent, 27; between 20 and 29 per cent, 58; between 30 and 39 per cent, 28; between 40 and 49 per cent, 11; making 50 per cent, 1."

Comments on Results of Test

The opinion of Mr. Sanders in regard to this dearth of knowledge of the contents and use of the dictionary is interesting, and it will no doubt be shared by teachers generally. He comments in part as follows:

"To one who believes in the efficiency of the public schools the results of this test are very disquieting. The acquaintance of these one hundred twenty-five students with the dictionary, as indicated by this test, is not sufficient to meet the needs of an intelligent citizen, in home-making, in business pursuits, in professional lines, and certainly not in the rôle of a student.

"It is disappointing to see these bright young men and women, after spending twelve years in the public schools, come out from them as a finished product, yet helpless in the presence of difficulties that inevitably arise in the most ordinary affairs of life. Not only is the condition as revealed by this test disappointing and humiliating but it is absolutely unnecessary and inexcusable.

"It should be understood that the plain statement of facts made in this paper is not set down in the spirit of levity, or with the thought of discrediting in any way those who contributed to the study. The purpose is to lay bare a serious defect in our public school work, hoping thereby to arouse those responsible for this condition to a keener sense of their obligations.

"The students who wrote on this test were representative high school graduates. They had not mastered the resources of the dictionary, nor learned how to use the dictionary, nor formed the habit of using the dictionary, simply because they had not been required to do these things. These students gave their attention while in school, no doubt, to the work assigned them. The responsibility for their lack of knowledge of the dictionary and their inability to use it in practical affairs must rest upon their teachers.

"No young man or woman who is unfamiliar with the dictionary and who does not use it habitually can justly claim a place among the educated. It is a rich mine of most useful information. It is an essential to a cultured and refined life. Hence no school can afford to send its students out into life unacquainted with the dictionary and untrained in its use.

"There should be a supply of usable dictionaries in every school. Every teacher should familiarize himself with the dictionary in his school. All grade teachers and all English teachers in the high school should give definite lessons, following a well-planned course, on the contents and use of the dictionary. All teachers, in whatever subject or grade of work, should hold their pupils responsible for pronunciation and meaning of all words in their assignments."

Every Pupil Needs One

Should not Mr. Sanders have gone further and said, every pupil in the high school, the grammar grades, and even in the intermediate grades, should have a dictionary of his own? We think he should. Else how can he have access to one as often as he needs it? How can he form the dictionary habit? How can he learn to depend on himself?

It would be all but impossible, we presume some teachers think, to induce parents to make the investment. It is true that relatively few parents are in the habit of including a dictionary in the school equipment of their children. But they would all do so if the facts were made plain to them, if they were shown that their child needs a dictionary, of some sort, not merely occasionally, as once a week or once a day, but several times each day as he reads or studies. If they were brought to realize that *it is not so much what a teacher tells a pupil that educates him as what he finds out for himself;* that the approach to almost all lines of knowledge is through language, and that the unit of language is the word, and that the dictionary is the text-book of words, to be consulted by all learners—by all who would become scholarly.

What better service can a teacher render his pupils than by tactful influence to place in their hands a dictionary, teach them how to use it, and require its use frequently enough and long enough to establish the dictionary habit?

We are grateful to Professor Sanders for the careful investigation he has made, and also to the *Educational Review Company* for publishing the results. That Illinois teachers should perceive their "plain duty" in regard to teaching the use of the dictionary is no less imperative, perhaps, than that Wisconsin teachers should do so.

The Dictionary and Scholarship

Accuracy is the mark of a scholar. Accuracy in speech and in the understanding of speech are as truly scholarly attributes as accuracy in the solution of problems. Ability to think straight to a purpose and to express one's self definitely along the line of that purpose should be the constant aim of every one who wants to become scholarly or desires to tell the truth. Truth telling is closely allied to the careful and discriminating use of words. One important element in truth telling is a mastery of the language necessary to express the truth. This, of course, means an adequate knowledge of words, which are the units of language. One who has but a vague and loose notion of many of the words he uses cannot express himself with precision any more than a skilled mechanic can do good work with poor and insufficient tools. And while we are in the business of education we would do well to remember that vague and loose thinking has little or no educational value.

The enormous advantage of a wide vocabulary and an intimate acquaintance with the meanings and uses of words is rarely enjoyed by any one who is not a constant user of the dictionary, the most convenient and dependable source of information as to the spelling, pronunciation, and various meanings of words.

How to Use the Dictionary

FIFTH AND SIXTH YEARS

Time spent in learning to use the dictionary is time well spent. It means a saving of time later on, not only in using the dictionary, but in consulting encyclopedias, city and telephone directories and alphabetical lists of all kinds.

Speed Tests

Test your speed in finding words on the following list. See if you can locate these twenty-four words in eight minutes or in less time. These words are frequently mispronounced because the accent is wrongly placed. Observe the accent and mark it on the words in your list. The main purpose, however, is to see how quickly you can find the twenty-four words in your dictionary, taking them in the order here given. Try another list of words a month later and see if you can beat your former record. Do not be satisfied with your speed till you can locate on the average three words per minute.

recess	ally	mustache	adult
dessert	museum	robust	giraffe
magazine	discourse	idea	pretense
complex	umbrella	brigand	inquiry
horizon	opponent	gondola	mischievous
typhoid	interesting	telegraphy	industry

Alphabetic Arrangement

In using the dictionary you should bear in mind that the alphabetic arrangement extends to the ends of words. This fact will be impressed on your mind if you will copy each of the following words on a card or slip of paper and arrange them in alphabetic order.

observe	metric	theory	proposal
measure	hollowness	whether	penman
material	construction	cucumber	obstacle
tenant	hollyhock	measurement	cuckoo
foolscap	obsolete	tennis	pennant
observation	proposition	thermometer	following

The Alphabet Backward

Learn the alphabet backward and you will be more rapid and accurate in looking up words. Drill a few minutes each day until you can write the alphabet from *z* to *a* in fifteen seconds and repeat it orally in ten.

Helpful Facts

You can find words more quickly in the dictionary if you know the following facts about the vocabulary. While the middle of the alphabet is between *m* and *n*, the middle of the dictionary falls in *k* or *l*. The end of the first quarter is in *d*, and of the third quarter, in *r*. Many words begin with *s*, *c*, and *p*; few with *x*, *z*, *y*, *q*, *k*, and *j*; five times as many words begin with *s* as with *x*, *y*, *z*, *q*, and *k* together.

Guide Words

The "guide words," also called "index words" and "catch words", which are in large type at the top of each page of the dictionary are a great convenience in locating words. Skillfully turn the upper corners of the dictionary

with the fingers, opening only enough to see the guide words, and you can find a word without opening wide the dictionary more than twice.

Abbreviations and Signs

Learn the meanings of the abbreviations and signs most frequently used in your dictionary. It is very easy to do this, and it is well worth while. In fact, how can any one read a dictionary intelligently who does not know the meaning of the abbreviations and signs which are so frequently used?

Compare the list of abbreviations in your dictionary with the list in the work of the fifth month of the fifth year, page 28. Learn at least the abbreviations that are common to both lists.

PHONICS AND PRONUNCIATION

The ability to pronounce words marked diacritically, *and to pronounce them as they are marked,* depends upon a knowledge of the essentials of phonics. Learn them well. A brief and simple outline of these essentials is given below:

1. *The diacritical marks,* illustrated with *a, c* and *s*: macron (ā), modified macron (a̅), breve (ă), circumflex (â), tilde (ã), dots above (ä) and dots below (ạ), dot above (ȧ) and dot below (ạ), cedilla (ç), suspended bar (s̱), cross-bar (c̶).

2. *The letters which are marked diacritically.* These are the vowels *a, e, i, o, oo, u,* and *y;* five consonants—*c, g, n, s, x,* and the diagraphs *ch* and *th.*

3. *A "key word" for each sound represented by the letters marked diacritically.* Key words enable pupils to arrive at the correct sound-value of the phonic symbols. They are given on every page of most dictionaries. A complete list of them may be found in the table headed "Guide to Pronunciation" on page 15 and also in dictionaries and in some spelling books.

4. *Table of Equivalents.* By comparing the sound-value of the different symbols, a table of equivalents can be made easily. It includes diphthongs, digraphs, vowels and consonants, as follows:

1 ā = e̱	6 ē = ī = ēē	12 ū = ew	18 s̱ = z
2 â = ê	7 o͞o = o̱ = u̱	13 oi = oy	19 sh = ç h
3 a̱ = ô	8 o͝o = o̱ = u̱	14 ou = ow	20 f = ph
4 ạ = ŏ	9 ȯ = ŭ	15 c = k = ch	21 n̲ = ng
5 ã = ẽ = ĩ	10 ȳ = ĭ	16 ç = s	22 x = ks
õ = ỹ = û	11 y̆ = ĭ	17 j = ġ = dg	23 x̱ = gz

GUIDE TO PRONUNCIATION

Symbols of the Vowel Sounds and Their Equivalents

Symbol	Name of Sound	Key Words	Name of Mark	Equivalents	Key Words
ā	long a	āle	macron	ę	they
â	unaccented a	senâte	mod. macron		
ă	short a	ăm	breve		
ȧ	medial a	ȧsk	dot above		
ä	Italian a	ärm	dots above		
â	circumflex a	câre	circumflex	ê	whêre
ã	tilde a	liãr	tilde	û	ûrn
ą	broad a	ąll	dots below	ô	ôrder
ạ	like short o	whạt	dot below	ŏ	nŏt
a	obscure a	fin*a*l	italic letter		
ē	long e	ēve	macron	ee-ī	see, valīse
ĕ	unaccented e	ĕvent	mod. macron		
ĕ	short e	ĕnd	breve		
ę	like long a	ęight	bar below	ā	fāte
ẽ	tilde e	fẽrn	tilde	û	ûrge
ê	circumflex e	thêre	circumflex	â	câre
e	obscure e	abs*e*nt	italic letter		
ī	long i	īce	macron	ȳ	flȳ
ĭ	short i	ĭll	breve	ў	hўmn
ĩ	tilde i	gĩrl	tilde	ȳ	mȳrtle
ĭ	like long e	polĭce	dots above	ē	mē
ō	long o	ōld	macron		
ô	unaccented o	ôbey	mod. macron		
ŏ	short o	ŏdd	breve	ạ	wạs
ô	circumflex o	ôrb	circumflex	ą	ąll
õ	tilde o	wõrk	tilde	û	ûrn
ŏ	medial o	sŏft	breve-circ'flex		
o͞o	long oo	fo͞od	long macron	o̤, u̇	do̤, ru̇de
o͝o	short oo	fo͝ot	long breve	o̤, u̇	wo̤lf, pu̇t
ȯ	like short u	sȯn	dot above	ŭ	fŭn

Symbol	Name of Sound	Key Words	Name of Mark	Equivalents	Key Words
ū	long u	ūse	macron	ew	few (ū)
u̇	unaccented u	u̇nite	mod. macron		
ŭ	short u	ŭp	breve	o̤	so̤n
û	circumflex u	ûrn	circumflex	ē, ī	tērm, sīr
u̱	like long oo	ru̱de	dots below	o͞o, o̱	bo͞ot, mo̱ve
u̲	like short oo	fu̲ll	dot below	o͝o, o̱	fo͝ot, wo̱lf
oi	diphthong	oil	unmarked	oy	boy
ou	diphthong	out	unmarked	ow	owl

MARKED CONSONANTS AND DIGRAPHS

Symbol	Name of Sound	Key Words	Name of Mark	Equivalents	Key Words
c̄	hard c	c̄at	cross-bar	k	kite
ç	soft c	çity	cedilla	s	sit
ḡ	hard g	ḡo	macron	g	unmarked
ġ	soft g	ġem	dot above	j	just
n̲	nasal n	in̲k	bar below	ng	sing
s̱	sonant s	has̱	suspended bar	z	zone
x̱	voiced x	ex̱ist	suspended bar	gz	ex̱alt
c̄h	like hard c	c̄horus	cross-bar	k	kind
çh	like sh	maçhine	cedilla	sh	ship
ch	digraph	chain	unmarked		
th	voiceless th	thin	unmarked		
t̶h̶	voiced th	t̶h̶in	cross-bar		

After mastering the foregoing Guide to Pronunciation and Table of Equivalents *you must learn to recognize and produce each sound.* This is the crucial part of any phonic system. Much drill is needed.

Fifth Year

FIRST MONTH

1.*"Pronounce and spell useful words of all lessons of the month in reading, language and other studies."

2. "Select five groups of words, each of which contains one of the sounds indicated by these symbols: ā in state, ǎ in grand, â in care, ä in army, or ạ in because."

Exercises

First learn a "key word" (see Guide to Pronunciation, page 15) for each of these five sounds of *a*. Drill upon the sounds till you can give each correctly. Then see if you can recognize the sounds of *a* in the words given below.

Arrange in columns the words given to illustrate each of the five sounds of *a* represented above.

Or, pupils may write the words on the blackboard or on paper as the teacher pronounces them.

When the exercise is completed each pupil should have five columns of words with five words in each column, all the words in any column containing the same sound of *a*. An illustration follows:

ā ǎ â ä ạ

call, barn, lake, lawful, hand, fair, came, father, glad, ball, art, chair, trade, span, farm, place, snare, bat, caught, bare, they, corn, radish, where, carpet.

*Quoted sentences after Arabic numerals 1, 2, 3 and 4 are from the Illinois State Cource of Study.

The same words classified according to the sounds of *a* may be arranged in columns, as follows:

ā	ă	â	ä	ą
lake	glad	fair	barn	call
came	hand	chair	father	lawful
trade	span	snare	art	ball
place	bat	bare	farm	caught
they	radish	where	carpet	corn

It will be observed that each of the five words in any column contains the sound represented by the character at the head of that column. Some words, however, (in this group "they," "where," and "corn,") do not contain the *a*, but a letter having an equivalent sound.

Arrange the following words as illustrated above:

ā ă â ä ą

candy, artist, aught, their, star, claim, walnut, attack, aid, where, sail, author, careful, charm, freight, album, scare, lark, happen, reindeer, border, prayer, march, bought, banish.

In like manner arrange the following words in five columns:

hat, tall, pay, dare, charm, walk, stand, start, awful, scare, hard, make, add, wear, shawl, party, hair, plan, late, march, battle, gave, draw, name, square.

Antonyms

3. "Write pairs of antonyms: above, below; best, worst; break, mend; cool, warm; cry, laugh."

List the following words and opposite each write its *antonym*.

If you do not know the meaning of "antonym" how may you find out? You could ask your teacher but there is, perhaps, a better way.

1. many
2. true
3. silent
4. youthful
5. strange
6. beneath
7. careful
8. industrious
9. worthless
10. imprison
11. profit
12. poverty
13. tender
14. neat
15. prompt
16. vacant
17. cheerful
18. scatter
19. separate
20. knowledge

Homonyms

4. "Use correctly in sentences: *all right, berry, coarse, made, oar, ought, piece, sail, son, steel.*"

Examples:

All right should not be written as one word.
The strawberry is a favorite *berry* with most people.
Canvas is a kind of *coarse* cloth.
The raisin is *made* from the grape.

If you are in doubt as to the meaning of a word consult your dictionary. The sentence you make should show that you understand the use of the given word.

SECOND MONTH

1. "Pronounce and spell practical words appearing in the pupils' work in reading and other subjects."

Use your dictionary. Look up the new words you come upon in school work. Enlarge your vocabulary and you will read better, think clearer, and speak more accurately. Is not that worth while?

2. "Select five groups of words each of which contains one of the sounds indicated by the following symbols: ē in each, ĕ in length, ē in fern, ī in prize, or ĭ in diminish."

Exercises

See directions given last month for learning sounds of *a*. Do not neglect, first of all, to commit to memory the "key words." Write the following words in five columns. Each word in any column should contain the sound represented by the symbol above the column. If you make no mistake you will have five words in each column.

ē ĕ ē ī ĭ

Tent, pie, earn, inch, eat, silly, wean, earth, kind, bell, lantern, neck, these, giant, live, zero, early, smile, expect, speak, omit, dress, polite, person, pity.

In like manner arrange the following words in five columns:

Grind, yet, field, learn, mile, sting, best, meal, heard, hero, fence, timid, verse, equal, recite, visit, lettuce, child, sieve, memory, bright, serve, leap, early, finish.

3. Pronounce and spell with care:

area	ā′rē à	bacon	bā′k'n
arrow	ăr′ō	battle	băt′'l
Asia	ā′shà	bicycle	bī′sĭ-k'l
avenue	ăv′ē nū	bomb	bŏm
bade	băd	brakeman	brāk′măn

Can you find the word "Asia" in your dictionary? If

two or more pronunciations for a word are given which, as a rule, is to be preferred? Look up "bomb."

What sound has *i* in the words listed below? Go to your dictionary. How should *i* be marked in these words? What is its equivalent? Find a synonym for *cuisine*. What is a *suite* of rooms? Who invented the *guillotine*? Find a picture of it in the dictionary.

antique	*guillotine*	*oblique*	*routine*
cuisine	*magazine*	*police*	*suite*
fatigue	*quarantine*	*ravine*	*valise*

Homonyms

4. Use the following homonyms in sentences:

awl, bale, bury, capitol, four, eight, know, lesson, raise, through.

Examples:

The *awl* is used by the shoemaker.

A *bale* of cotton weighs four hundred eighty pounds.

Squirrels *bury* nuts for future use.

Congress meets in the *capitol* building at Washington.

Two times *four* are *eight.*

Show by your sentences that you know the meaning of the homonyms.

THIRD MONTH

1. "Pronounce and spell words commonly used in reading, language lessons and other studies."

A suggestion: Write new words in a Dictionary Notebook together with brief definitions or synonyms and you will be more likely to remember them. Words difficult to pronounce should be marked diacritically and reviewed until they become familiar.

2. "Select five groups of words each of which contains one of the sounds indicated by the following symbols: ō in broke, ŏ in jolly, ô in border, o͞o in boot, or o͝o in foot."

Remember that the "key words" are means by which you can arrive at the correct sounds. Keep them in mind. Sound the first *o* long and strong. The third, or circumflex *o*, a "low-back" vowel, is like *a* in awful. Make the second *o* very short and drop the chin as you sound it. Long *oo* can hardly be produced without thrusting out the lips.

Exercises

See directions given the first month for learning to distinguish sounds of *a*. Arrange the following words in five columns with respect to the sounds of *o* and *oo*, and you will have five words in each column.

ō	ŏ	ô	o͞o	o͝o

noon, foot, food, cook, shot, thorn, told, hood, most, north, soon, solid, bone, order, oxen, cool, wood, lord, owe, book, pod, yonder, elbow, goose, born.

A similar problem in arranging words containing sounds of *o* and *oo* is the following:

School, wool, roost, coop, home, cord, notch, joke, spot, organ, moon, look, torch, prop, globe, brook, boost, novel, road, short, soda, good, stoop, robin, mortgage.

3. Pronounce with care:

bulk	bŭlk	sugar	sho͝og′ẽr
beneath	bẽ-nēth′	sirup	sĭr′ŭp
brooch	brōch	wheat	hwēt
calm	käm	coconut	kō′kō-nŭt
half	häf	factor	făk′tẽr

Does your dictionary give another spelling for *sirup*? for *coconut*? What is the meaning of *brooch*? In how many ways is it pronounced? Has *beneath* more than one pronunciation? If so, what is the difference in the markings? Learn to distinguish between the two sounds of *th*.

Exercise

Consult your dictionary to see if you have been mispronouncing any of these very common words. Note especially the sounds of *o* and *oo*.

apron, coffee, hog, nothing, root, boot, cost, iron, only, soft, bought, dog, jowl, poor, soot, broom, doth, knoll, roof, thought.

Synonyms

4. "Find synonyms for each of these words: *buy, assist, permit, shun, annoy, arrive, relate, commerce, reply, erect.*"

A *synonym* is one of two or more words having the same or nearly the same meaning. For example: synonyms for *annoy* are *vex, trouble, torment;* for *tire* are *fag, weary, fatigue, exhaust.* Scarcely any two words have exactly the same meaning. Usually one of a group of synonyms is better suited for a particular idea than any of the others; thus, "fatigue" is a stronger term than "tire," and "exhaust" is stronger than "fatigue." It might "tire" you to walk five miles; you might walk ten without much "fatigue," or fifteen and not be utterly "exhausted."

The value of knowing many groups of synonymous words is not generally appreciated. Such knowledge is not only convenient but necessary in every kind of composition. Without it thoughts and feelings cannot be expressed in vivid and appropriate language.

In your Dictionary Notebook write synonyms and short definitions for the new words you encounter in all your lessons.

Learn two or more synonyms in each line given below:

buy—purchase.
assist—help, aid, serve, befriend.
permit—let, allow, grant, authorize.
shun—dodge, avoid, escape.
annoy—worry, vex, bother, tease, trouble.

arrive—reach, attain, come.
relate—tell, state, report, repeat, detail.
commence—begin, start, originate, undertake.
reply—answer, respond.
erect—build, construct.

With the aid of your dictionary find two or more synonyms for each of the following words and write them in your dictionary notebook to be reviewed: *agile, answer, brisk, exact, expand, error, prompt, quiet, rural.*

FOURTH MONTH

1. "Pronounce and spell words appearing in the textbooks in reading, language and other studies."

2. "Select five groups of words each of which contains one of the sounds indicated by the following symbols: ū in unit, ŭ in under, û in urn, oi in oil, ou in out.

Do not overlook the importance of learning a "key word" for each symbol. Then drill on the sound represented by it.

Long ū

Give special attention to long *u*. It is a double vowel, equal to short *i* plus long *oo*, and is pronounced like the word *you*.

Circumflex û

Observe, also, *u* marked with the circumflex. It represents practically the same sound as *a, e, i, o,* and *y* marked with the tilde. Pronounce these words giving attention to the last syllable: *beggar, dagger, tapir, sailor, martyr, sulphur.* All of the vowels in the last syllable have the same sound. To represent it they are all marked with the *tilde*—all except *u,* which requires the circumflex. We are wondering why *u* is made an exception. If you happen to know please rise and explain.

Exercises

Arrange the following words in five columns with respect to the sounds of these characters:

ū ŭ (ē=)ûi(=ī) oi(=oy) ou(=ow)

study, burn, tune, noise, music, hum, joyful, cloud, mercy, mute, under, oyster, plow, shut, hurt, count, button, furnace, house, use, point, fowl, spoil, duty, thirty.

In like manner classify the following words:

turkey, boil, royal, county, cubic, tumble, journey, sound, putty, annoy, dull, student, crown, sermon, hunting, moist, cure, sour, purse, butter, pure, coward, toilet, refuse, birthday.

3. Pronounce with care:

1. again	?	6. donkey	o
2. against	?	7. forehead	o
3. been	?	8. many	?
4. coral	o	9. pretty	?
5. creek	e	10. radish	a

Consult your dictionary and mark the letters in the columns at the right—the letters liable to be mispronounced. In place of the question marks, put letters and mark them. Has the word *been* more than one pronunciation? If you have the opportunity to hear an Englishman or a Canadian speak, observe how he pronounces it.

As you look up these twelve words in your dictionary, write the nouns in one column and the verbs in another and mark the accent: *accent, conflict, digest, permit, prefix, present, produce, progress, rebel, record, refuse, retail.*

Consult your dictionary to find out which syllable in each of the following words should be accented:

accented	*equator*	*gondola*	*preferable*
calliope	*etiquette*	*influence*	*robust*
discipline	*European*	*legislature*	*telegraphy*

Synonyms

4. Learn at least two synonyms for the first word of each line below.

design—purpose, intention, plan, aim, object.
entire—whole, complete, total.
fashion—form, shape, style, figure, model.
fertile—productive, rich, fruitful.
flexible—yielding, pliable, elastic, easy.
indolent—idle, lazy, inactive, slothful.
inquire—question, ask, examine.
lofty—tall, high, proud, dignified.
occur—happen, take place, befall.
persuade—induce, influence, urge, convince.

Using your dictionary, find a suitable synonym for each of the italicized words in the following sentences, taken from Ruskin's *The King of the Golden River*.

1. "It must be the wind; nobody else would *venture* to knock double knocks at our door."
2. "As the clock struck twelve, they were both awakened by a *tremendous* crash."
3. "They required no second *admonition*, but rushed into Gluck's room."
4. "The *inundation* had swept away trees, crops, and cattle."
5. "He spoke in such a *melancholy* tone that it quite melted Gluck's heart."
6. " 'Pour me out, I say,' said the voice, rather *gruffly*."
7. " 'Want?' said the gentlemen, *petulantly*."
8. "The steadiness with which he *adhered* to his story obtained him some degree of *credence*."
9. "They generally *contrived* to sell their corn at twice its value."

10. "The shape you saw me in was owing to the *malice* of a stronger king."

In like manner find synonyms for difficult words in your reading lessons.

FIFTH MONTH

1. "Use the dictionary for information about difficult words of all lessons of the month in reading, language, and other studies."

2. Pronounce:

accept, ăk-sĕpt′	antarctic, ănt-ärk′tĭk
across, ȧ-krŏs′	arctic, ärk′tĭk
address, ă-drĕs′	apricot, ā′prĭ-kŏt
adult, ȧ-dŭlt′	Arab, ăr′ăb
ally, ă-lī′	architect, är′kĭ-tĕkt
allies, ă-līz′	ate, āt
another, ă-nŭth′ēr	athlete, ăth′lēt
aunt, änt	attacked, ă-tăkt′

Look in your dictionary for the pronunciations of "automobile." The first one given is usually preferred. See, also, "apricot."

Six different sounds of *a* are heard when the above words are correctly pronounced. Can you point them out? Consult your dictionary and learn to pronounce the following words. Note especially the sounds of *a*.

after, auction, Danish, algebra, apparatus, calf, catch, diamond, faucet, gratis, lapel, nape.

3. "Review abbreviations and arbitrary signs used in your dictionary."

Abbreviations recurring most frequently in dictionaries are listed below. They may be learned with a small amount of study, for the abbreviation, in almost every case, is suggestive of the word for which it stands. Make thorough work of this review.

ABBREVIATIONS USED IN THE DICTIONARY

a.	adjective	geog.	geography
abbr.	abbreviation	geol.	geology
adv.	adverb	govt.	government
alg.	algebra	Gr.	Greek
Amer.	American	i. e.	(id est) that is
anat.	anatomy	interj.	interjection
ant.	antonym	Ital.	Italic
arith.	arithmetic	L.	Latin
biog.	biography	l. c.	lower-case
biol.	biology	masc.	masculine
bot.	botany	math.	mathematics
cap.	capital	mech.	mechanics
cf.	(confer) compare	med.	medicine
chem.	chemistry	myth.	mythology
class.	classical	n.	noun
coll.	college	no.	number
colloq.	colloquial	p.	page
conj.	conjunction	pp.	pages
dial.	dialect	pert.	pertaining
do.	ditto (the same)	phys.	physics
Eng.	English	physiol.	physiology
e. g.	for example	pl.	plural
elec.	electricity	poet.	poetry
esp.	especially	p. p.	past participle
et. al.	and others	p. pr.	present participle
etc.	and so forth	prep.	preposition
exc.	except	prob.	probably
fem.	feminine	pron.	pronoun
fig.	figurative	prov.	provincial
fr.	from	rel.	relative
gaz.	gazetteer	rhet.	rhetoric

Rom.	Roman	U. S.	United States
surg.	surgery	v. i.	verb intransitive
syn.	synonym	v. t.	verb transitive
theol.	theology	zool.	zoology

4. Review lower grade vocabularies. Find two hundred words for this review on pages 67 and 68. Follow "General Directions and Suggestions for Teaching Spelling," page 57. Test the merits of the "Plan for Written Spelling," page 62.

SIXTH MONTH

1. "Continue the use of the dictionary for mastering difficult words in reading, language, and other subjects."

2. Pronounce:

banana	bȧ-nä′nȧ	partridge	pär′trĭj
baths	bȧthz	cereal	sē′rē-ăl
because	bē-kôz′	chicken	chĭk′ĕn
bedstead	bĕd′stĕd	children	chĭl′drĕn
bleat	blēt	chimney	chĭm′nĭ
bouquet	bo͞o-kā′	colonel	kûr′nĕl
cafe	kȧ-fā′	column	kŏl′ŭm
cartridge	kär′trĭj	comparable	kŏm′pȧ-rȧ-b'l

In your dictionary what mark do you find over the second *a* in "banana?" Has it more than one pronunciation? give the sound of long *oo* in "bouquet." In pronouncing "column" avoid the common mistake of sounding *y* before *u*.

Do you find any difficulty in placing the accent on the first syllable of "comparable?" See Exercise Number 2 below. Notice the voiced (sonant) th in "baths."

1. The digraph *th* has two different sounds. Each sound is heard in five of the following words: *breathe, clothes, deaths, drouth, fifth, laths, myths, rather, swarthy, thither.*

Write these words in two columns according to the sounds of *th*. You may have to consult your dictionary.

Accent

If you have difficulty in accenting a word correctly, *even with the accent marked on the word before you,* you may overcome the difficulty by dividing the word into syllables and numbering the syllables, as shown below. You should then repeat the numbers as in counting and place stress (with the falling inflection) on the number corresponding to the accented syllable of the word you wish to pronounce. The other numbers should be passed over lightly. After two or three repetitions of the numbers, then pronounce the word. Determine what syllable in each of the following words should be accented, then, with the aid of the number device, see if you can pronounce the word correctly.

1	2	3	1	2	3
Ar	a	bic	mis	chiev	ous
i	de	a	o	a	sis
vi	o	lin	ho	ri	zon
dev	as	tate	a	re	a
op	po	nent	mag	a	zine

1	2	3	4	5	6
com	pa	ra	ble		
a	er	o	plane		
con	sci	en	tious		
lam	en	ta	ble		
ac	com	pa	ni	ment	
ir	rep	a	ra	ble	
pro	nun	ci	a	tion	
par	ti	al	i	ty	
ir	re	me	di	a	ble
fa	mil	i	ar	i	ty

Synonyms

3. Learn two or more synonyms for the first word in each line given below, and review them frequently.

adhere, stick, hold, unite, cling, cohere.

careful, thoughtful, heedful, considerate, watchful, cautious.

charity, benevolence, kindness, goodwill, liberality, generosity.

certain, sure, real, regular, unfailing, unmistakable.

control, manage, rule, direct, superintend, guide, regulate, govern.

courage, bravery, boldness, daring, heroism.

crabbed, sour, harsh, cross, surly, gruff.

declare, announce, give notice, publish, assert, proclaim.

defeat, conquer, overthrow, beat, crush, subdue, overcome.

evade, avoid, shun, dodge, escape.

Find in your dictionary two or more synonyms for each of the following words: *athletic, annoy, abbreviate, cheerful, clever, correct, delay, destroy, extent.*

Example: *athletic*, active, powerful, muscular.

Miles Standish was "strongly built and *athletic*."

4. "Have pupils spell words they know how to use." Find list of one hundred words for this month on page 69.

SEVENTH MONTH

1. "Continue the use of the dictionary as a reference book for mastering words."

To quote again from Professor Sanders: "No young man or woman who is unfamiliar with the dictionary and who does not use it habitually can justly claim a place among the educated." While reading or preparing your lessons keep a dictionary in easy reach and open it for help on all troublesome words. You will thus become more scholarly and acquire a useful habit which may serve you all your life.

2. Pronounce:

comely	kŭm′lĭ	dessert	dĕ-zûrt′
contrary	kŏn′trȧ-rĭ	district	dĭs′trĭkt
cordial	kôr′jăl	does	dŭz
courteous	kûr′tē-ŭs	drowned	dround
cowardice	kou′ẽr-dĭs	elm	ĕlm
croquet	krō-kā′	engine	ĕn′jĭn
cupboard	kŭb′ẽrd	ghost	gōst
daub	dôb	sewing	sō′ĭng
deaf	dĕf	whose	hōōz

Other pronunciations are also given for "cordial" and for "courteous," but those given above are generally preferred.

Do not say *in* for *ing* in such words as "sewing." Sound the last *d* in "drowned" and the last *t* in "district."

Sounds of C and Ch

Arrange the twenty-five words given below in five columns with respect to the two sounds of *c* and the three sounds of *ch*. Write these five "key words" each at the head of a column:

(1) cat, (2) city, (3) chorus, (4) machine, (5) church.

As a result, if you make no mistake, you will have five words in each column not counting the key words at the top. These words are all frequently mispronounced. You should consult your dictionary for the accent and for the diacritical markings. Learn how to mark *c* and *ch* to represent their sounds in these words.

Chimney, auction, mustache, crochet, recipe, cantaloupe, breeches, chiffonier, cornet, orchestra, corps, niche, chocolate, archipelago, docile, architect, chivalry, discipline, chloroform massacre, cemetery, mischievous, chauffeur, bronchitis, prophecy.

Synonyms

3. Learn two or more synonyms for the first word in each line given below and review them frequently:

generous—free, liberal, bountiful, open-hearted.
grateful—thankful, obliged.
handsome—good-looking, beautiful, pretty, comely, generous.
improper—indecent, unbecoming, unfit, inappropriate.
rare—uncommon, unusual, choice, thin.
reckless—careless, daring, rash, thoughtless.

1. Find in your dictionary two synonyms for each of the following words: *fertile, friendly, honest, proper, pursue, restore;* and use each of the six given words in a sentence.

2. Using your dictionary, find a suitable synonym for each of the italicized words in the following sentences, taken from Whittier's *Barbara Frietchie:*

1. "Fair as a garden of the Lord
To the eyes of the *famished* rebel *horde.*"
2. "Forty flags with their *crimson* bars,
Flapped in the morning wind."
3. "Up rose old Barbara Frietchie then,
Bowed with her *fourscore* years and ten."

4. "In her attic-window the staff she set,
To show that one heart was *loyal* yet."
5. "Honor to her! and let a tear
Fall, for her sake, on Stonewall's *bier*."
6. "Peace and order and beauty draw
Round thy *symbol* of light and law."

4. "Have pupils spell words they know how to use." Find list of words for this month on page 70.

EIGHTH MONTH

1. "Continue the use of the dictionary as an auxiliary text-book for mastering words."

Look in your dictionary for the pronunciation of "auxiliary."

The letter *x* is a double consonant.

How is it sounded in this word?

The second *i* also needs attention. Is "auxiliary" a suitable word in the above sentence? Give a synonym for it.

See, also, exercise on the two sounds of *x* seventh month, sixth year.

2. "Pronounce and *do not omit unaccented syllables:*"

barrel	bär′ĕl	interest	ĭn′tēr-ĕst
boundary	boun′dȧ-rĭ	library	lī′brā-rĭ
difference	dĭf′ēr-ĕns	memory	mĕm′ō-rĭ
every	ĕv′ēr-ĭ; ĕv′rĭ	physiology	fĭz′ĭ-ŏl′ō-jĭ
examination	ĕg-zăm′ĭ-nā′shŭn	poetry	pō′ĕt-rĭ
factory	făk′tō-rĭ	really	rē′ăl-lĭ
geography	jē-ŏg′rȧ-fĭ	tedious	tē′dĭ-ŭs; tēd′yŭs
governor	gŭv′ēr-nēr	traveler	trăv′ĕl-ēr
history	hĭs′tō-rĭ	vegetable	vĕj′ē-tȧ-b'l

A person's pronunciation of the words he uses is a marked indication of his scholarship and culture. As a general rule, people who have good habits of speech do not omit unaccented syllables in such words as the above. For example

Exercises

Pronounce phys-i-ol-o-gy in five syllables, touching the short *i* distinctly but lightly, then pronounce it in four syllables, omitting the *i* altogether, and observe the difference. What syllable in each of the other words is omitted in pronunciation by many?

1. In pronouncing the following words make each syllable distinct:

agriculture	*experiment*	*nominative*
antarctic	*laboratory*	*penitentiary*
executive	*legislature*	*recognize*

2. Consult your dictionary to find out which syllable in each of the following words should be accented.

accented	*etiquette*	*legislature*
calliope	*European*	*preferable*
discipline	*gondola*	*robust*
equator	*influence*	*telegraphy*

Synonyms

3. Learn two or more synonyms for the first word in each line given below and review them frequently:

retire—withdraw, retreat.
scheme—plan, plot, project, device.
shelter—protect, cover, shield.
silly—simple, shallow, unwise, absurd.
solve—work, explain, settle, clear up.
suitable—proper, fitting, competent.
support—prop, uphold, encourage, verify.
suppose—imagine, make-believe, consider.
worthy—deserving, meriting, befitting, valuable.

1. Find in your dictionary two or more synonyms for each of the following words: *robust, savage, subdue, terrible, tiresome, trouble, useful, warning, yield.*

2. Using your dictionary find a suitable synonym for each of the italicized words in the following sentences, taken from *Adventures of Robin Hood.*

1. "*Quoth* Robin, 'Now will I go seek some adventure this merry day'."

2. "So saying, he *strode* away through the leafy forest glades until he had come to the *verge* of Sherwood."

3. "A *score* and more of barefoot *friars* were there."

4. "But after Robin Hood became *sovereign* of them few journeys could be safely made in their *vicinity.*"

5. "The money so *wrested* from rich monks and *arrogant* barons Robin Hood constantly shared with the poor."

6. "The ceremony began, and Will was getting *desperate*, when a tall man, in the dress of a beggar, standing near the *altar*, drew a silver horn from beneath his *mantle* and blew a startling blast.

7. "Instantly fifty men in Lincoln-Green burst into the church and *dispersed* the *bridal* party."

4. "Have pupils spell words they know how to use." Find list for this month on page 71.

Sixth Year

FIRST MONTH

1. "Use the dictionary to aid in mastering difficult words of all lessons of the month in reading, language, and other studies."

To repeat what is said elsewhere in this book: Time spent in learning to use the dictionary is time well spent; it means a saving of time later on. Acquaint yourself with the "Helpful Facts," given on page 12; learn the "alphabet backward;" make use of the "guide words;" and take pride in seeing how quickly you can find words in your dictionary. Do not be satisfied with your speed till you can locate on the average three words per minute.

2. Pronounce:

err	ûr	figure	fĭg′ûr; ēr
excursion	ĕks-kûr′shŭn	fifth	fĭfth
extra	ĕks′trȧ	florist	flō′rĭst; flŏr′ĭst
faucet	fô′sĕt; sĭt	fountain	foun′tĭn
favorite	fā′vēr-ĭt	gallery	găl′ēr-ĭ
February	fĕb′rōō-ā-rĭ	garage	gȧ-räzh′; găr′âj
feminine	fĕm′ĭ-nĭn	genuine	jĕn′ū-ĭn

Review the sounds of *a* presented in first month's work, fifth year. List the following words, a few of which are included in fifth-year work, and referring to your dictionary mark all the a's. Then drill on the pronunciation of the words. How is the sound of *broad a*, as in "automobile," represented in your dictionary? What can you learn about

the pronunciation of "amen"? of "tomato"?

aviation, almanac, amen, apparatus, armful, automobile, autumn, bade, comrade, compare, Danish, granary, hearth, ignoramus, laugh, lava, lawyer, mustache, nape, parent, prepare, radish, salmon, tearing, tomato.

Abbreviations

3. "Write abbreviations of months, of days of the week, and of titles applied to persons; also other abbreviations in common use, and give the words for which they are used."

An *abbreviation* is a shortened form of a word. The object of abbreviations is to save time and space in writing and printing.

Every abbreviation should be followed by a period. The abbreviation of a word that begins with a capital letter should also begin with a capital letter. Words should be abbreviated according to some established rule or custom. Better never use abbreviations at all than to form the habit of using them indiscriminately. Do not abbreviate words in writing a composition; it is better form to spell them out in full.

Learn all of the following abbreviations and review them until you have learned them well. You should be able to write abbreviations when the words are pronounced to you, or to write the words, spelling them correctly, when the abbreviations are given you. This will tax your memory less than you at first suppose.

Jan.	January	Aug.	August
Feb.	February	Sept.	September
Mar.	March	Oct.	October
Apr.	April	Nov.	November
		Dec.	December

May, June, and July should not be abbreviated, and it is better form to write March and April in full.

inst.	(instant)	the present month.
ult.	(ultimo)	the last month.
prox.	(proximo)	the next month.

Sun.	Sunday	Thurs.	Thursday
Mon.	Monday	Fri.	Friday
Tues.	Tuesday	Sat.	Saturday
		Wed.	Wednesday

Titles Applied to Persons

agt.	agent	Mr.	Mister
atty.	attorney	Mrs.	Mistress
Capt.	Captain	P. M.	Postmaster
Col.	Colonel	Pres.	President
Dr.	Doctor	Prin.	Principal
Ed.	Editor	Prof.	Professor
Gen.	General	Rep.	Representative
Gov.	Governor	Rev.	Reverend
Hon.	Honorable	Sec.	Secretary
Jr.	Junior	Sen.	Senator
Lt.	Lieutenant	Serg.	Sergeant
Maj.	Major	Sr.	Senior
M. C.	Member of Congress	Supt.	Superintendent
M. D.	Doctor of Medicine	Treas.	Treasurer
Messrs.	Gentlemen; Sirs		

Used in Business

acct.	account	Co.	Company
adv.	advertisement	Cr.	Creditor
amt.	amount	ct.	cent
ans.	answer	cu.	cubic
Ass'n	Association	c/o	care of
ave.	avenue	C. O. D.	Collect on Delivery
bal.	balance	dept.	department
bbl.	barrel	diam.	diameter
bu.	bushel	dis.	discount

doz.	dozen	No.	Number
Dr.	Debtor	O. K.	all correct
$	dollar	oz.	ounce
ea.	each	cwt.	hundredweight
elem.	elementary	P. O.	Post-office
ft.	foot	pop.	population
payt.	payment	qt.	quart
%	per cent	rec'd	received
pk.	peck	R. R.	Railroad
pkg.	package	Ry.	Railway
lb.	pound	gal.	gallon
mdse.	merchandise	in.	inch
meas.	measure	St.	Street
mo.	month	yd.	yard
Nat.	National	yr.	year

4. "Review lower grade vocabularies, giving special attention to the words appearing in the Corrected-Word Notebooks." Find list of two hundred words for review during this month on pages 72 and 73. Test the merits of the "Plan for Written Spelling," page 62.

SECOND MONTH

1. "Pronounce and spell useful words from lessons of the month in reading, language, and other studies."

2. Pronounce:

giraffe	jĭ-răf′	heroine	hĕr′ō-ĭn
gospel	gŏs′pĕl	hiccough	hĭk′ŭp
government	gŭv′ẽrn-mĕnt	honest	ŏn′ĕst
granary	grăn′ā-rĭ	horizon	hō-rī′zŭn
guardian	gär′dĭ-ăn	hostile	hŏs′tĭl; tīl
handkerchief	hăn̲′kẽr-chĭf	humble	hŭm′b'l; ŭm′b'l
hearth	härth	hurrah	hŏŏ-rä′

Exercise

Review the sounds of *e* and *i* presented in second month's work, fifth year. List the following words, a few of which are included in fifth-year work, and referring to your dictionary mark all the e's and i's. Then drill on the pronunciation of the words.

Brevity, canine, cowardice, distinct, divine, err, eternal, favorite, feline, feminine, fertile, hostile, icicle, inquiry, Italian, juvenile, marine, masculine, police, preface, sphere, spherical, terrier, tortoise, vineyard.

Contractions

3. "Write a list of common contractions and give the words for which they are used."

Certain shortened forms of words differing from abbreviations are called *contractions,* as I'll, can't, and don't.

The apostrophe takes the place of the part that has been left out. One or more letters may be omitted. In the word *hadn't,* for example, which is equivalent to *had not,* only the letter *o* has been left out; but in the word *I'd,* which is equivalent to *I would,* four letters have been omitted. Sometimes when two words are united to form a contraction, letters are omitted from each word; as in the word *sha'n't,* which is equivalent to *shall not,* two *ll's* have been left out of *shall,* and *o* out of *not.* In this case two apostrophes are required.

Learn to write the following contractions correctly. Use each in a sentence and read the sentence, first using contractions and then using the full form.

e'er	ever	isn't	is not
ne'er	never	aren't	are not
I'm	I am	wasn't	was not
you'll	you will	weren't	were not
ma'am	madam	hasn't	has not

haven't	have not	I've	I have
what's	what is	we're	we are
e'en	even	I'd	I would
hadn't	had not	I'd	I had
won't	will not	there's	there is
don't	do not	it's	it is
doesn't	does not	can't	can not
didn't	did not	sha'n't	shall not

4. Review lower grade vocabularies, noting with care words misspelled in the pupils' composition work. Find two hundred words selected for this month's review on pages 74 and 75.

THIRD MONTH

1. "Pronounce and spell new and useful words from lessons of the month in reading, language, and other studies".

2. Pronounce:

idea	ī-dē'ȧ	jovial	jō'vĭ-ăl
industry	ĭn'dŭs-trĭ	kindergarten	kĭn'dēr-gär-tĕn
inquiry	ĭn-kwīr'ĭ	kitchen	kĭch'ĕn
instead	ĭn-stĕd'	laughter	läf'tẽr
institute	ĭn'stĭ-tūt	laundry	län'drĭ
iron	ī'ŭrn	lengthy	lĕng'thĭ
italic	ĭ-tăl'ĭk	licorice	lĭk'ŏ-rĭs

Review the sounds of *o* and *oo*, presented in the third month's work, fifth year, preparing the exercises there given.

Arrange the twenty-five words given below in five columns with respect to the sounds of *o* and *oo*. You should have five words in each column besides the key word at the head of the column.

Key words: (1) ōld, (2) ŏdd, (3) ôrder, (4) fo͞od, (5) fo͝ot.

Comet, corner, glory, hood, bloom, soda, morning, goodby, copy, abhor, roof, pollen, oral, woolen, stoop, shock, poem, former, noonday, crooked, jovial, forget, hostile, smooth, cooky.

Homonyms

3. *Homonyms* are words which have the same sound, but are different in meaning. For example, *buy* and *by* are pronounced alike, but are different in meaning. *By* means near and *buy* means to purchase.

Learn the meaning of the following homonyms and use each correctly in a sentence:

too—also
aisle—a narrow passage
isle—a small island
air—the atmosphere
heir—one who inherits
bait—food for catching fish
martial—warlike
berth—sleeping place
core—the heart of a thing
capital—at the head; seat of government
current—a flowing or passing
symbol—sign
choir—a company of singers
quire—twenty-four sheets of paper

Copy these sentences, filling the blanks with suitable words from the above homonyms.

1. I, ———, wish to go.
2. The troops marched to ——— music.
3. The ——— was so swift they did not dare to cross.
4. A procession moved slowly down the ———.
5. The fruit came from a far-off ——— of the sea.
6. Springfield is the ——— of Illinois.

7. The traveler engaged a ——— on the boat for the night.

8. May not the king adopt an ——— to the throne?

9. The ——— was clear and cool.

10. The seeds of the apple are found in the ———.

11. With ——— and rod in hand he made off for the lake.

12. Twenty ——— make a ream.

13. The ——— their Christmas anthem sang.

14. "Peace and order and beauty draw
Round thy ——— of light and law."

4. "Have pupils spell words they know how to use. See under 'General Suggestions,' 'What Words to Teach.' The larger part of the time devoted to sixth-year orthography should be spent in spelling familiar words." Find list of words for this month on page 76.

FOURTH MONTH

1. "Pronounce and spell useful words from lessons of the month in reading, language and other subjects."

2. Pronounce:

Illinois	ĭl-ĭ-noi′; noiz′	mountainous	moun′tĭ-nŭs
listen	lĭs′′n	museum	mū-zē′ŭm
loose	lo͞os	mustache	mŭs-tăsh′
lose	lo͞oz	national	năsh′ŭn-ăl
magazine	măg-ă-zēn′	new	nū
masculine	măs′kū-lĭn	nuisance	nū′săns
mischievous	mĭs′chĭ-vŭs	oaths	ōthz
Missouri	mĭ-so͞o′rĭ; zo͞o′rĭ		

Review the sounds of *u*, *oi* and *ou*, presented in the fourth month's work, fifth year; also the "Exercises" there given under 2 and 3.

Homonyms

3. Learn the meaning of the following homonyms and use each correctly in a sentence:

gamble—to play or to game for money
liar—an untruthful person
peak—the pointed top
peddle—to sell from house to house
straight—neither crooked nor curved
lean—lacking fat; thin; to incline
desert—to quit without leave; merit; worth
sight—power of seeing, the thing seen
shear—to cut or clip

Copy these sentences, filling the blanks with suitable words from the above homonyms:

1. "Yond Cassius has a ——— and hungry look."
2. The mountain ——— was covered with snow.
3. To play a game for money is to ———.
4. The sentinel will not ——— his post of duty.
5. Machinery is now used to ——— sheep.
6. The laden bee flew ——— to its hive.
7. "Now tell me I'm a ———," said the honest man.
8. Some eyes have perfect ——— while others are blind.
9. "Could doff at ease his scholar's gown
   To ——— wares from town to town."

4. "Have pupils spell words they know how to use, and test them in spelling words in their Corrected-Word Notebooks. Find list of words for this month on page 77.

FIFTH MONTH

1. "Pronounce and spell useful words from lessons of the month in reading, language and other studies."

2. Pronounce:

often	ŏf″n	paths	pȧthz
once	wŭns	peony	pē′ŏ-nĭ
opponent	ŏ-pō′nĕnt	piano	pĭ-ăn′ō
ostrich	ŏs′trĭch	pincers	pĭn′sẽrz
overalls	ō′vẽr-ôlz	poem	pō′ĕm
parent	pâr′ĕnt	prairie	prā′rĭ; prâ′rĭ
partner	pärt′nẽr	preface	prĕf′ȧs

Two Sounds of G

Learn to distinguish between the two sounds of the consonant *g*. These two sounds are illustrated by the two groups of words that follow:

Group 1—*huge, ledger, general, digest, George.*

Group 2—*hug, magazine, again, giggle, geyser.*

Pronounce these words and after each one repeat the sound of *g*.

Find them in your dictionary where you will observe that all in the first group are marked with a dot, while those in the second group are marked, if marked at all, with a macron. The letter *g* with a dot above it is called *"soft g."* To what other consonant in the alphabet is this sound equivalent? The letter *g* with a macron above it, or *g* unmarked, is called *"hard g."*

Write the following words in two columns, one headed *"soft g,"* the other headed *"hard g"*: *pigmy, pigeon, fragile, fragment, orange, gravel, angle, against, program, gesture, aged, gipsy, dragon, gentle, greedy, recognize, contagious, ginger, wages, sugar.*

Homonyms

3. Learn the meaning of the following homonyms and use each correctly in a sentence:

cord—a string or small rope
slight—of small importance; intentional neglect; frail
canvas—strong, closely-woven cloth
counsel—advice; to give advice
carrot—a vegetable
marshal—an officer; to arrange
pistol—a small firearm
dough—unbaked bread
prophet—one who foretells
sear—withered or dried up
waste—to throw away
waist—part of the body

Copy these sentences, filling the blanks with suitable words from the above homonyms:

1. The root of the ——— is long and tapering.
2. The blow-out of the tire sounded like the report of a ———.
3. The punishment is too severe for so ——— an offense.
4. "The high ——— on the field becomes mister in the camp."
5. He was bound hand and foot with strong ———.
6. The robin is a ——— when his coming foretells spring.
7. Around her ——— she wore a colored sash.
8. "Old men for ———; young men for war."
9. "Food will win the war, don't ——— it."
10. The older the flour the more water it will absorb in making ———.
11. Some soldiers sleep in barracks; others in ——— tents.

12. "The melancholy days are come, the saddest of the year,
Of wailing winds and naked woods and meadows brown and ———."

4. "Have pupils spell words they know how to use and require them to apply the rule for dropping final silent *e* before suffixes beginning with a vowel."

RULE: *Final silent e is dropped on adding a suffix beginning with a vowel, and retained on adding a suffix beginning with a consonant.*

Words to which this rule applies may be found on page 78.

Observe that the suffixes of all words in the first column begin with a vowel and of all words in the second column begin with a consonant. In the third column are words of both kinds. The fourth column is wholly made up of exceptions. Study the exceptions most thoroughly. A rule of spelling is of little or no value to one who has not committed the exceptions to memory.

To bring about the necessary drill and secure attention to the application of the rule a class of pupils, reciting by turns, should spell at least twenty-five words according to the following models.

"The suffix *able* begins with the vowel *a;* therefore when it is added to the word *love* the final *e* is dropped, and the word is spelled *lovable.*" Or,

"The suffix *less* begins with the consonant *l;* therefore when it is added to the word *care* the final silent *e* is not dropped, and the word is spelled *careless.*"

Words to be spelled according to this model should be mixed—those in which the suffix to be added begins with a vowel mixed with those in which the suffix begins with a consonant. Exceptions ought to be thrown into the mixture.

SIXTH MONTH

1. "Pronounce and spell useful words from lessons of the month in reading, language, and other studies".

2. Pronounce:

process	prŏs′es; prō′sĕs	reptile	rĕp′tĭl
professor	prō-fĕs′ẽr	rinse	rĭns
program	prō′grăm	root	rōōt
pumpkin	pŭmp′kĭn	route	rōōt; rout
quarrel	kwŏr′ĕl	salmon	săm′ŭn
raspberry	răz′bĕr-i	sandwich	sănd′wĭch
recess	rẽ-sĕs′; rē′sĕs	scallop	skŏl′ŭp; skăl′ŭp

Two Sounds of S

Learn to distinguish between the two sounds of the consonant *s*. The two sounds are illustrated by the two groups of words that follow.

Group 1—*lose, raspberry, husband, nasal, rosin.*

Group 2—*loose, goose, husky, nasturtium, rostrum.*

Pronounce these words and after each one repeat the sound of *s*.

Find them in the dictionary where you will observe that all in the first group are marked with a suspended bar, while all in the second group are unmarked. What other consonant represents the same sound as *s* with a suspended bar? What other letter represents the same sound as *s* unmarked?

Write the following words in two columns, one headed "*s with a suspended bar*," the other "*unmarked s*"; *Tuesday, tweezers, purse, resemble, establish, amuse, arise, domestic, allies, bruise, cousin, chase, hustle, adds, misty, gasoline, weasel, lasso, lonesome, district.*

Homonyms

3. Learn the meaning of the following homonyms and use them correctly in sentences:

whirl—to turn round rapidly.

medal—a piece of metal stamped to be given as a reward.

alter—to change.

addition—the act of adding; anything added.

excess—more than enough; going beyond the limit.

except—to leave out.

burst—to break or fly open.

cereal—a plant yielding grain; food made from grain.

disease—illness; sickness.

diverse—different.

Copy these sentences filling the blanks with suitable words from the above homonyms:

1. Consumption is a ——— of the lungs.
2. "You threaten us, fellow, do your worst;
   Blow your pipe there till you ———."
3. Our neighbor is building an ——— to his barn.
4. You should see the dead leaves as they ——— in the wind."
5. He was awarded a gold ——— for carrying the message.
6. Which ——— will you order, oatmeal or Cream of Wheat?
7. Your many excuses will not ——— the case.
8. Playing to ——— brought on heart trouble.
9. He spoke highly of all the men ——— a few idlers.
10. Since then they travel on ——— paths.

4. "Have pupils spell words they know how to use, and test them in applying the rule for doubling the final consonant, etc."

Words to which this rule applies may be found on page 79.

RULE: *"Monosyllables or words accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant on receiving a suffix beginning with a vowel."* This rule carries with it the inference that the final consonant is not doubled unless these conditions are all complied with.

Models for drill on this rule:

Brag is a monosyllable; it ends in a single consonant *g*, preceded by a single vowel *a;* therefore, on adding the suffix *art*, beginning with the vowel *a*, the final consonant *g* is doubled, and the word is spelled *braggart.* Or,

"*Refer* is not a monosyllable, but a word accented on the last syllable; it ends in a single consonant *r*, preceded by a single vowel *e;* therefore, on adding the suffix *ed*, beginning with the vowel *e*, the final consonant *r* is doubled, and the word is spelled, *referred.*"

Apply the rule to the following words, remembering, of course, that the final consonant is not doubled unless all the conditions of the rule are complied with.

refer+ed	abhor+ence	suspend+ed	travel+ed
omit+ed	join+ing	kidnap+ed	rebel+ious
flatter+ed	benefit+ed	admit+ing	fertil+izer
prefer+ing	permit+ed	differ+ence	quarrel+ing
remit+ance	map+ing	drug+ist	brag+art

SEVENTH MONTH

1. "Pronounce and spell useful words of all lessons of the month in reading, language and other studies."

2. Pronounce:

lettuce	lĕt′ĭs	strength	strĕngth
mercantile	mûr′kăn-tĭl; -tīl	sword	sōrd
scared	skârd	tassel	tăs″l
sergeant	sär′jĕnt	tiny	tī′nĭ
sixth	sĭksth	tomato	tō-mā′tō; mä′tō
sleek	slēk	tortoise	tôr′tŭs; tĭs
something	sŭm′thĭng	tour	tōor
spinach	spĭn′âj; ĕch	toward	tō′ērd; tōrd

Two Sounds of X

Distinguish between the two sounds of the consonant *x*. These two sounds are illustrated by the two groups of words that follow:

Group 1—*vex, express, axle, flexible.*

Group 2—*exist, example, auxiliary.*

Pronounce these words and after each one repeat the sound of *x*. Find them in your dictionary where you will observe that in the first group *x*, unmarked, is represented by *ks*, and in the second group *x*, marked with the suspended bar, is represented by *gz*. (Its sound is that of *gs* in *eggs*) *x* is called the "double consonant."

From the fifteen words given below pick out the *five* in which *x* has the sound of *gz*. In comparatively few words does *x* have this sound.

flax, exact, extra, sexton, executive, lynx, exempt, except, mixture, index, exhaust, perplex, exaggerate, axle, extreme.

3. Learn the meaning of the following words which are often confused. Use each correctly in a sentence:

duel—an arranged fight, usually between two.
pillow—cushion.
presents—gifts.
presence—being near.
patients—sick people.
patience—calmness under trying circumstances.
statue—a carved or molded image.
statute—a written law.
stationery—writing materials.
stationary—fixed in a certain place; not moving.
formerly—some time ago; beforehand.
effect—to produce or to bring about.
adapt—to fit; to suit.
adopt—to take by choice.

Copy these sentences, filling the blanks with suitable words from the above list:

1. Her hair which now is gray was————dark brown.
2. A new————of Lincoln will be unveiled this year in Springfield.
3. In the————between Burr and Hamilton the latter was killed.
4. Jacob had a stone for a————and he dreamed.
5. The————of Job endured long.
6. Santa Claus brings many————
7. If the doctor were to cure all his————his occupation would be gone.
8. It is not easy for him to————himself to the new work.
9. The signature to a will must be made in the———— of two witnesses.
10. The government will————the Prohibition

Amendment as soon as thirty-six states ratify it.

11. Some engines move about and some are————————

12. The————————itself fixes the time it shall go into

13. Our new————————has father's name printed on it.

4. "Have pupils spell words they know how to use and apply the rule for changing *y* to *i* before suffixes."

Words to which this rule applies, and other words for spelling within this month, may be found on page 80.

RULE. *When a suffix is added to a word ending in y, preceded by a consonant, the y is changed to i, unless the suffix begins with i.*

Model for drill on this rule:

"The *y* in *supply* is preceded by a consonant, therefore, when the suffix *ed* is added the *y* is changed to *i* and the word is spelled, *supplied.*" Or,

"The *y* in display is preceded by a vowel, therefore, when the suffix *ed* is added the *y* is not changed, and the word is spelled, *displayed.*"

supply+ed	display+ed	deny+ing	juicy+est
study+es	destroy+ed	survey+ed	homely+est
decay+ed	pity+ing	employ+ing	pity+ful
annoy+s	joy+less	noisy+est	pretty+est
copy+ed	city+es	mighty+er	pity+able

EXCEPTIONS

y does not change before *'s;* as in

la'dy's	en'e-my's	ba'by's	coun'try's

Other exceptions to the rule, or to what is inferred from it:

paid	dai'ly	dry ness	la dy bug
laid	sly ly	(*but,* dri'er,	la dy ship
said	sly ness	dri'est)	ba by hood
slain	dry'ly	la dy like	

EIGHTH MONTH

1. Pronounce and spell difficult words from lessons of the month in reading, language and other studies.

2. Pronounce:

truths	trōō*th*z; trōōths	window	wĭn′dō
Tuesday	tūz′dâ	women	wĭm′ĕn
tune	tūn	wound	wōōnd
umbrella	ŭm-brĕl′ȧ	wrestle	rĕs″l
victuals	vĭt′ls	yeast	yēst
violin	vī-ō-lĭn′	yesterday	yĕs′tēr-dâ
weapon	wĕp′ŭn	zoology	zō-ŏl′ō-jĭ
where	hwâr		

Prefixes and Suffixes

A prefix is one or more significant syllables joined to the beginning of a primitive word; as, *dis, syn, extra, contra.*

A *suffix* is one or more significant syllables joined to the end of a primitive word; as, *ful, ship, ment, ulent.*

A general term for prefixes and suffixes is *affixes.*

In examples given below observe how an affix joined to a primitive word alters its meaning.

Study the meanings of the affixes given below (some of them have various meanings). Determine the meaning which best fits the use of the affix in a given word, then give the meaning of the word and, if you can do so, use the word in a sentence.

Example: *overdraw; over, beyond.*

To *draw beyond* what is true, hence to exaggerate; as, Mr. Bragg *overdraws* the importance of his own achievements.

Mis—wrong, evil, not; as, *mis*spell, *mis*deed, *mis*believe.

Out—beyond, more; as, *out*live, *out*bid.

misname	misprint	outlive	outcry
misrule	mistreat	outdo	outweigh
mistrustful	misfortune	outrun	outspread

Over—beyond, above; as override, oversell.

Under—beneath, below, less; as, underline, undervalue.

With—against, from; as, withstand, withdraw.

overreach	underbid	withhold
overwork	underground	without
overdraw	underlie	within
overcharge	underscore	withdraw
oversee	undersell	withstand
overload	undergo	withal

Dom—state, condition, or quality; as, kingdom, freedom,

Ful—full of, abundance; as, joyful, plentiful.

Less—without; as, useless, capless, witless.

Ly—like, in a manner; as, softly, smoothly.

Ness—the quality of, the state of; as, bitterness, softness.

Ous—having, consisting of, full of, pertaining to; as, dangerous.

Ing—continuing; as, walking.

dukedom	peaceful	doubtful	hopeless
martyrdom	careful	sorrowful	boundless
earldom	powerful	forceful	faithless
worthless	womanly	quickly	cleanliness
blameless	quietly	humanely	willingness
careless	calmly	bravely	weariness
usefulness	precious	writing	selecting
zealousness	furious	reading	talking
sweetness	numerous	studying	washing

Spelling

GENERAL DIRECTIONS AND SUGGESTIONS FOR TEACHING SPELLING

Two questions are always vital to a teacher:
1. What shall I teach? 2. How shall I teach it?

What Words to Teach

Choose familiar words which are difficult to spell. Choose, if possible, words that are a part of your pupils' written vocabulary, or that must, ere long, become a part of it. Practical spelling for any one is limited to the words he uses in writing. Furthermore, the spelling work should be so conducted that no pupils will waste time on words he already knows how to spell.

Provide for Both Written and Oral Spelling

Do this and your pupils will use all of the senses which may serve in learning to spell—sight, hearing, muscular sense, and organs of speech. The greater the number of senses employed in learning anything, other conditions being equal, the more likely it is to be remembered. Schoolroom conditions are usually more favorable for written spelling than for oral. The majority of teachers seem to place a low estimate on oral spelling, but along with its disadvantages it has some merits that justify the practice, at least for a part of the time.

Advantages of Written Spelling

1. It has the more immediate practical application.

2. The muscular activity with attention on the word tends to fix the form of it upon the pupils' mind.

3. With the majority of people visual images are more vivid and distinct than auditory images.

4. The teacher is assured that all pupils in the class have spelled every word.

Advantages of Oral Spelling

1. It affords excellent opportunities for correct pronunciation and distinct enunciation.

2. It reënforces the *sensory impressions* made on the mind by adding the *auditory* perception to that of the *visual* and the *motor* gained through written spelling.

3. A greater number of words may be gone over in a given time; it is, therefore, adapted for reviews.

4. It may be practiced in the home with beneficial results, the parents pronouncing to their children, or they to one another.

Spelling and Memorizing

Learning to spell is almost sheer memory work. One's recollection of the spelling of a word depends upon:

(1) the intensity of attention,

(2) the length of time the image is held in mind,

(3) the frequency of repetition,

(4) the recency of repetition.

To teach spelling in the most economical way, provide for the use of all the senses named above, and meet all the conditions for memorizing.

Spelling and Correct Pronunciation

In oral spelling, the word should be pronounced by each pupil before he spells. In written spelling it may be done by the pupils, each in his turn, at the time of the assignment or at the outset of the testing period. Proper pronunciation is an important factor in enabling a pupil to remember the spelling of a great many words. A pupil who cannot pronounce a word correctly is very likely to misspell it.

Focus Attention on Orthographic Difficulties

Pupils should get the habit of studying a word to see just what parts of it are irregular, or non-phonetic. They should try to answer the question, Why is that word in the list?

That the crucial parts of words require special attention is an idea which one man thought to be of sufficient importance to build on it a spelling reference book of 318 pages. "In every word likely to be misspelled," says the author, "the letters which are ordinarily transferred, misplaced, omitted, or otherwise misused, are printed in boldfaced type."

Searching out the troublesome parts of words and concentrating attention upon them is the very essence of learning to spell, and the successful teacher cannot neglect to have this done, to some extent in the primary grades, and to a gradually increasing extent in grades higher up.

The teacher in the assignment can give suggestions, or draw them from the pupils—suggestions which will center attention on orthographic difficulties, and in some cases offer a helpful explanation. Illustrations: Notice the first *a* in *separate;* the absence of *h* in *sure;* that *rhyme* contains one *h* and *rhythm* two; that *degradation* is formed from *degrade*,

ridiculous from *riducule*, and *bilious* from *bile;* that *woolen* has but one *l* and *woolly* two because the suffix of *woolly* contains an *l;* that the difference between the spelling of *immigrate* and *emigrate* is due to the difference between the prefixes *im* and *e;* that *all right* should be written as two words.

Teach pupils to point out the difficult parts of words and explain them if they can; usually no explanation can be given. In written spelling these parts should be underlined.

Repetition with Variety

Repetition is a factor in memorizing, and variety of method promotes interest. After words are studied they should be reviewed, the next day, and again the next week, that the benefit of the first study may not be lost. At any rate, review once a week all difficult words studied within the week. Read what is said in this connection on advantages of Oral Spelling and the Correct-Word Notebook for further suggestions on reviews. Try, for reviewing, what is termed "A Plan for Written Spelling,"—Look over "A Plan from the Horace Mann School," page 64, and see how many repetitions are provided for.

Corrected-Word Notebook

No matter what the mode of spelling, require each pupil above the fourth grade to keep a list of the words he has failed to spell correctly. The class should use a uniform notebook for this purpose. The teacher should be the custodian, and she should examine these notebooks from day to day to see that the words are written correctly and with sufficient care. Occasionally, instead of the usual lesson, the teacher should pronounce to each pupil from his notebook for oral spelling. In schools where the discipline is no problem pupils may pronounce to one another.

Monthly Examinations

It is recommended that monthly examinations in spelling be given, especially in grades above the fourth, and that the ranking or standing of pupils be determined by these examinations, rather than by the daily recitations. In the third and fourth grades, periodic tests may also be used to advantage, the period of time being shortened to two weeks. The impending examination has a stimulating effect. Pupils study with intent to remember, and review frequently. Then, too, the daily recitation in spelling should be devoted to *teaching*, rather than to *testing*.

Spelling Contests Have Value

After the first fifty or one hundred words which, perhaps, should be written, the remainder of the contest should be oral. The oral part of the contest is far more interesting, and quite as beneficial. Three impartial judges should be seated directly in front of the contestants to decide doubtful spellings referred to them by the pronouncer. It is a stimulating thing for teachers and pupils to look forward during the year to township, county and state contests.

Two Plans

On the following pages are presented in detail two plans for teaching spelling—plans which accord with the ideas set forth on preceding pages. These plans should be modified to suit varying conditions. In general, the second plan—from the Horace Mann School—is most adequate with new words and those whose spelling is especially difficult. The first plan is best adapted to less difficult words and to reviews.

A Plan for Written Spelling

For spelling words whose meaning and use are familiar to the class and for reviews, the following plan for intermediate and grammar grades combines many excellent features. Do not condemn it before giving it a thorough trial.

Have pupils provided with ruled paper of standard size, eight and one-half inches by eleven, and a notebook for corrected words. Direct them to fold the left edge of the paper on the right, crease and open; then to fold up the lower edge, crease along the eleventh line from the bottom and open again.

Down the left half of the page should be written from ten to fifteen words, the column to extend no farther than the crease along the eleventh line from the bottom, and down the right half of the page a column of similar length. When the two columns are thus written the last ten lines on the page remain blank.

Each pupil should then check the errors on his own paper, while one member of the class spells the words aloud from a correct list.

Furthermore, each pupil using his spelling book, or a correct list, should proceed to correct his own errors by re-writing each misspelled word from three to five times, or as many times as he may be able to repeat it on a single line from the left to the right margin of the page, using the lines below the columns reserved for that purpose. While thus re-writing he should transcribe each word thus re-written to his own Corrected-Word Notebook, writing it but once.

Finally, when called upon to do so, he should stand, pronounce, and spell orally for the entire class the words but recently transcribed.

These papers and notebooks require close supervision, but the teacher is relieved of the drudgery of grading spelling papers from day to day. Once a month, or periodically, examinations should be given on all words pronounced within the month, the examination to determine the standings of the members of the class. Pupils should be encouraged to review their notebooks, and perhaps to take them home for further drill in oral spelling to prepare for the monthly tests.

In rural schools where the spelling period may not be more than ten minutes long, the above plan could be carried out on a smaller scale; or a lesson might be begun on one day and concluded on the next.

Economic Features

1. This plan serves as a simple convenience for each pupil whereby he may sift out the words he needs to study from those he spells correctly. The pupil who knows his own "spelling demons" has before him the shortest road to success in spelling.

2. This plan requires a pupil to spell repeatedly his troublesome words and to center his attention on the crucial parts. He sees the words in print, and copies them in script; he hears them spelled aloud, and spells them orally himself. He uses all the senses that may function on a word, and uses them in accordance with the laws of memory.

3. This plan relieves the teacher of the daily task of grading spelling papers.

Page 66 illustrates the form of a lesson written according to the plan just described. The Corrected-Word Notebook, however is not shown.

This plan, however, is valuable only for spelling "words pupils know how to use," for reviewing words recently studied, and for reviewing "lower grade vocabularies."

It is not well adapted for spelling "difficult words of all lessons of the month." For such words, the following plan will prove more effective.

A Plan from the Horace Mann School

Teachers College, Columbia University.

"The words to be taught have been selected with great care. About two thousand words are considered the basal vocabulary for the first eight grades, and they are taught in accordance with the following general directions:

Steps in Teaching Spelling

"Write one of the new words on the blackboard and teach it in accordance with the following plan. Then erase it and write the next word, teaching it in the same way. Continue in this way throughout the list.

(a) While writing the word, pronounce it distinctly.

(b) Develop the meaning orally either by calling for a sentence using the word or by giving its definition.

(c) Divide the word into syllables. Call on pupils to spell orally by syllables. Have them indicate what part they already know.

(d) Have pupils write the word on practice paper several times, spelling it softly as they write.

(e) Allow the class a moment in which to look at the word again, and then have them close their eyes and try to visualize it, or use any other device of a similar nature. *Have considerable repetition, both oral and written.*

"After the new words of the day's lesson have been studied in this way, write on the blackboard the new words and several review words. Allow the class three or four

minutes for studying independently the whole list, suggesting that each pupil emphasize the words he thinks most difficult. This time should be limited so that every pupil will attend vigorously and intensively. * * *

"Erase all words from the blackboard and dictate to the class, using each word in a sentence first, then pronouncing it distinctly alone.

General Recommendations

"1. Teach intensively *two* words in Grade II and III, and *three* in Grades IV, V, VI. Add *four* or *five* review words to constitute the combined list of words for the day's lesson. * * *

2. Have each pupil keep an alphabetical list of troublesome individual words, and see that he reviews this frequently. Occasionally test him on this list.

3. The teachers should form a class list of troublesome words and have a review lesson (with class drill) on these words about once a week.

4. About every three weeks there should be a general review of all words taught. Some form of competition is desirable, such as spelling matches or team contests, with permanent records kept of team results. . . . .

5. The emphasis with younger children should be upon an *auditory* method of drill and with older children upon a *visual* method, but no single method should be used exclusively. The pupil should *see, hear, pronounce,* and *write.*"

An Illustrative Lesson

beginner	pursuade ✓
business	occasion
writing	medicine
orcherd ✓	woolen
mischief	losing
satchel	balance
profit	imagine
cotton	athelete ✓
rotton ✓	margin
bidden	college
hoping	dissappoint ✓
separate	restaurant

orchard orchard orchard orchard orchard
rotten rotten rotten rotten rotten rotten
persuade persuade persuade persuade persuade
athlete athlete athlete athlete athlete
disappoint disappoint disappoint disappoint

FIFTH YEAR—FIFTH MONTH

Lower Grade Vocabularies for Review

any	acre	almost	addition
beef	afraid	another	against
begin	berry	August	altogether
blew	board	barrel	animal
break	build	beneath	author
breeze	butcher	besides	beautiful
busy	cattle	bundle	beggar
cent	cause	cannon	beginner
city	coast	cellar	bottom
copy	coming	cheese	business
crept	copied	cotton	captain
cries	crossed	cousin	children
does	crumb	coward	chimney
earn	early	dinner	copying
easy	ease	distant	country
eyes	every	divide	daughter
first	feeble	easier	deliver
gate	flour	empty	discover
half	freeze	figure	eighteen
here	frozen	flower	escape
hour	gown	harvest	follow
iron	grown	hidden	forgetting
kept	halves	instead	geography
knot	hoping	invite	guard
many	juice	middle	guess

FIFTH YEAR—FIFTH MONTH

Lower Grade Vocabularies for Review

meat	knife	needle	hundred
much	knock	offer	length
need	lamb	ought	member
news	liking	person	multiply
noise	limb	please	nobody
only	loving	power	nothing
other	match	praise	orchard
pity	never	radish	package
price	night	repeat	pleasure
rice	open	return	plenty
said	plain	robin	pretend
sent	prize	scream	quarter
shoes	reply	second	remember
sigh	ruler	shovel	robber
son	seeing	stitch	several
spoil	spoil	suffer	should
study	steam	switch	soldier
some	taking	tablet	strange
talk	upper	thirsty	summer
tiny	velvet	threw	terrible
twice	wheat	thrown	thought
very	whole	travel	tomorrow
worse	world	useful	turkey
wrote	writing	wagon	welcome
your	yellow	which	window

FIFTH YEAR—SIXTH MONTH

ability	arctic	accept	athlete
active	calico	advice	except
affair	choose	advise	expect
alley	chose	attract	ivory
angel	error	cabbage	loyal
angle	final	cease	mayor
attack	haul	compel	mention
barren	jail	coward	muzzle
breath	justice	dumb	oval
breathe	margin	effort	partner
celery	merit	fertile	poison
collect	oral	frigid	postage
complete	pedal	frozen	proper
cushion	prairie	humor	regard
echo	profit	knee	relief
echoes	reckon	kneel	scarce
habit	salad	lively	scissors
hired	select	manage	separate
image	source	motion	stylish
lettuce	threaten	neglect	target
oyster	vary	occupy	tobacco
pigeon	wages	pitcher	tropic
purpose	wedge	plumber	victory
smooth	wretch	prompt	voyage
succeed	wring	raisin	zinc

FIFTH YEAR—SEVENTH MONTH

absence	abuse	alter	accident
action	address	area	attempt
afford	agree	attic	awkward
badge	alum	axle	chocolate
castle	connect	blister	creamery
coax	anchor	buffalo	engineer
comma	assist	chased	fragrant
factory	crazy	circus	gasoline
general	bloody	common	hazel
gradual	bosom	consider	homely
honor	bristle	cripple	injured
interest	cedar	cunning	kindle
jewel	cinder	deceive	knuckle
lawyer	cordial	disturb	leggins
meant	curious	exhibit	manger
method	damage	fiery	major
muscle	defeat	fireproof	melon
noodles	distress	freedom	million
nourish	eager	harbor	monthly
practice	fraction	joyous	mustard
pupil	frighten	library	napkin
pursue	further	linen	opposite
receive	gutter	livery	orphan
resist	horrid	mason	prepare
shield	kernel	mattress	quotient

FIFTH YEAR—EIGHTH MONTH

audience
chiefly
circular
conceal
condense
cyclone
disappear
distribute
elevation
entrance
exclaim
florist
fruitful
gingham
hickory
hostile
increase
limit
medical
obedient
regiment
restaurant
standard
vicinity
warrior

divisible
editor
funeral
honorable
horrible
hyphen
irrigate
laundry
miracle
musical
nostril
official
partial
patriot
physical
plural
postal
proceed
scenery
secretary
society
special
valuable
visible
volunteer

calendar
conductor
confident
consonant
contrary
cultivate
affair
declare
dependent
disguise
equally
favorite
generous
humorous
junior
liberal
misspell
museum
nuisance
opinion
parasol
persevere
progress
property
pursue

persuade
numerous
occasion
musician
operation
parallel
premium
recommend
request
respectfully
ridiculous
schedule
signature
summary
bouquet
celebrate
description
disappoint
dismiss
electricity
exhibition
experience
explanation
fragrance
medicine

SIXTH YEAR—FIRST MONTH

Lower Grade Vocabularies for Review

ache	above	absent	afterward
also	amuse	always	arithmetic
angry	battle	among	arrive
bathe	begging	before	automobile
began	birth	belief	beauty
brown	bottle	beyond	beginning
bowl	buckle	bridge	bicycle
bury	bushel	calves	borrow
calf	catch	carries	brought
chalk	collar	center	careful
close	comb	choice	carpenter
cure	could	coarse	caught
ditch	crowd	course	cheerful
edge	dying	daring	company
fence	eight	destroy	curtain
forty	enjoy	doctor	December
great	fifth	doubt	dividend
hear	flies	either	divisor
just	fourth	enemy	enemies
lead	fruit	fifteen	errand
maid	getting	fought	February
meal	gotten	happen	forward
nail	grocer	hatchet	furnish
next	heard	island	grateful
once	hiding	itself	happiness

SIXTH YEAR—FIRST MONTH

Lower Grade Vocabularies for Review

page	juicy	month	January
pain	knew	nature	leather
pour	known	o'clock	minute
rise	learn	often	music
robin	least	pencil	naughty
rows	living	people	neither
says	matter	potato	niece
seem	mouth	pretty	November
shape	nickel	pumpkin	ourselves
sign	obey	ready	parents
soil	order	really	perhaps
sore	paint	reason	polite
stir	poem	school	potatoes
sweet	prove	scratch	primary
tear	rapid	season	remain
they	roast	speech	rough
tie	shining	stories	September
too	shower	stretch	square
true	shown	teacher	strength
use	sorry	thieves	subtract
wait	steady	third	surprise
who	using	together	Thursday
worth	waste	touch	Tuesday
wear	whose	twelve	Wednesday
yard	written	weigh	whether

SIXTH YEAR—SECOND MONTH

Lower Grade Vocabularies for Review

agent	across	already	although
ankle	babies	answer	arrange
ate	better	appear	attend
bare	biggest	arrow	autumn
beast	breast	awful	because
begun	bullet	believe	biscuit
born	canoe	between	blossom
broad	caring	carrying	bought
built	cities	chance	capture
buy	clothes	circle	careless
cheap	color	coffee	certain
cloth	cough	daily	courage
deny	cruel	dainty	creature
done	dozen	decide	dangerous
enter	easily	depot	distance
even	eleven	dollar	double
field	equal	engine	during
flies	friend	enough	envelope
gown	fuel	eraser	everybody
haul	guide	gallon	exercise
icy	having	heaven	fierce
knob	heavy	honest	furnace
lamb	kitchen	hurried	handsome
mail	ladies	knives	however
mean	laugh	mistake	hungry

SIXTH YEAR—SECOND MONTH

Lower Grade Vocabularies for Review

neck	lesson	notice	instead
none	listen	onion	journey
oven	loads	ounce	lemonade
paid	lying	picture	machine
pair	making	pillow	money
quite	ocean	present	mountain
raise	piano	quarrel	neighbor
road	purse	quiet	nephew
roof	rabbit	recess	office
root	scare	ribbon	parade
rye	secret	sailor	pasture
shall	shelf	seventh	perfect
sheet	speak	shelves	poultry
soak	sugar	stirred	promise
some	thief	studies	question
sour	tried	sword	scatter
sure	truly	taught	sentence
tail	uncle	though	squirrel
their	watch	through	straight
tired	where	tough	suppose
ton	would	toward	swallow
truth	wreck	trouble	tongue
until	wrong	unless	village
worst	yield	visitor	weather
year	young	woman	yesterday

SIXTH YEAR—THIRD MONTH

balance
beefsteak
brains
canal
channel
ceiling
cistern
climate
conquer
consent
decent
dense
difference
elevator
especial
Eskimo
explore
history
honesty
isthmus
jewelry
kerosene
latitude
laughter
lilac
liquid
liquor
madam
measure
merchant
message
messenger
mineral
mischief
model
monthly
multiple
neutral
naught
neglect
nervous
operate
oriole
passage
passenger
paste
pattern
peculiar
perfume
pioneer
polite
possible
powder
praise
prepare
priest
proof
provide
purchase
quartet
quench
razor
reckless
regular
relatives
resemble
resident
restore
retreat
salary
satchel
satisfy
saucy
savage
vegetable
accurate
athletics
attendance
banana
blizzard
chestnut
continent
cucumber
denominator
dictionary
examination
gentlemen
grammar
important
leadpencil
manufacture
mournful
muskmelon
occupation
performance
pineapple
recitation
rejoicing
withered
wrinkled

SIXTH YEAR—FOURTH MONTH

almanac
ancient
article
avenue
burial
cement
citizen
college
comrade
continual
courtesy
decision
descend
disease
dispatch
durable
exactly
fashion
foreign
genial
glimpse
governor
grieve
height
imagine
imitate
immediate
initiate
interfere
jovial
leisure
luncheon
luxury
material
middle
metal
minus
mixture
mortar
murmur
nonsense
obliged
omission
operator
parcel
peevish
phonics
pianist
plateau
privilege
professor
profit
receipt
relieve
remnant
rumor
sanitary
science
serious
sincere
skeleton
stomach
sociable
suburb
summit
sympathy
synonym
tedious
telescope
territory
tourist
typhoid
valise
vinegar
woolen
annual
apparel
bargain
cancel
challenge
cipher
conceit
concrete
decimal
defense
democrat
describe
dispute
elegant
equality
especially
excel
extra
forfeit
frontier
giraffe
heifer
hospital
humble
measles

SIXTH YEAR—FIFTH MONTH

Apply the rule for dropping final silent *e*. See page 48.
Commit the exceptions to memory.

accuse	advertise	aching	*Exceptions*
accusing	advertisement	deciding	hoeing
admire	arrange	during	shoeing
admiring	arrangement	engaging	toeing
advise	basement	farewell	dyeing
advisable	disgraceful	fortunate	mileage
believing	encouragement	homeless	truly
changing	entirely	hopeful	wisdom
forcible	falsehood	insurance	wholly
guidance	fireproof	lining	argument
inquiring	forehead	namesake	acknowledgment
lovable	gentlemen	nervous	judgment
movable	gooseberries	nobleness	lodgment
smiling	homely	roguish	changeable
pursuing	lonesome	salable	chargeable
receiving	management	snoring	manageable
sensible	nineteen	spiteful	peaceable
valuable	ninety	tickling	traceable
biting	peaceful	tiresome	serviceable
moving	politeness	tonguetied	noticeable
dining	typewriter	wakeful	advantageous
curable	tasteless	whining	courageous
losing	wasteful	writing	outrageous

SIXTH YEAR—SIXTH MONTH

Review of common words difficult to spell.

accommodate
almanac
apology
athlete
balance
develop
exceed
familiar
forcible
garage
holiday
imagine
interfere
measles
mischievous
mucilage
noticeable
occasion
persuade
scholar
separate
similar
absence
attendance
audience
business
calendar
caramel
cemetery
disappoint
embarrass
imitate
immediate
lovable
medicine
parallel
preceding
proceeding
professor
pursue
recommend
restaurant
raisin
wholly

Apply the rule for doubling the final consonant. See page 51

rotten
settee
woolen
omitted
knitting
signaling
stirring
compelled
seated
nodded
boiling
referring
drummer
vigorous
controlled
beginner
committee
fertilizer
humming
occurrence
expelled
wrapper
conferred
offered
forgotten
spinning
weeping
unfitted
benefited
succeeding

Exceptions

gases
gaseous
metallic
crystallize
humbugged
tranquillity
referee
excellence
conference
reference
preference
preferable

SIXTH YEAR—SEVENTH MONTH

Applying the rule for changing final *y* to *i* (See page 54), pluralize words in the first column, and add the suffix to words in the second column.

century	reply+ed
grocery	qualify+ed
valley	employ+ed
vacancy	empty+ing
lily	pretty+est
trolley	victory+ous
company	obey+ed
chimney	dainty+es
buggy	destroy+er
baby	baby+ish
turkey	dry+ed
policy	cleanly+ness
attorney	pity+able
secretary	pity+ing
alley	*Exceptions*
quarry	piteous
factory	duty+ous
variety	plenty+ous
journey	beauty+ous
prophecy	bounty+ous

Words which require careful attention and frequent reviews.

receive	judgment
receipt	lodgment
deceive	benefited
deceit	bureau
conceit	disciple
chief	description
siege	advisable
besiege	salable
believe	peaceable
grieve	divisible
yield	interrupt
shriek	meridian
thief	gesture
achieve	preserve
niece	prairie
relief	succeed
seize	irrigate
neither	exaggerate
leisure	humorous
forfeit	ridiculous
financier	villain
counterfeit	twelfth

SIXTH YEAR—EIGHTH MONTH

alcohol	aboard	pierce	admission
alphabet	abroad	quail	agriculture
analyze	accident	veil	antarctic
ancestor	alarm	victim	approach
appetite	allow	view	boundary
appoint	clothing	waist	character
command	decorate	waiter	clothier
continue	decrease	weave	conqueror
crochet	devote	width	customer
croquet	direction	won	diameter
custard	equator	worth	disaster
custom	expense	wreath	excursion
difficult	forth	wrist	explosive
earnest	freight	yawn	favorable
fifteenth	fried	yeast	finally
illness	gravel	yolk	fulfill
infant	guilty	brief	generally
janitor	holy	choir	giggling
negroes	ivy	cigar	glycerine
patience	lily	civil	granary
pilgrim	meek	comet	hesitate
radiator	myth	control	horizon
recover	notch	correct	hygiene
vowel	omit	creditor	incorrect
woolly	opera	debtor	innocence

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